



Childcare Inspection Report on

Helen Jones

Cardiff



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Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to provide care for six children up to the age of 12 years. The child minder operates her service from her family home in Cardiff. The service currently operates between 07:30am and 06:00pm weekdays and is delivered through the English language.

Summary of our findings

1. Overall assessment

The child minder has a well established business and has developed good partnerships with parents. Children enjoy their time with her and feel safe and secure in her care. The home offers suitable play spaces and areas for relaxation. The child minder has many resources which support children's routines and there is plenty of toys, games and equipment to keep them occupied and entertained.

2. Improvements

Recommendations made at the previous inspection have been actioned. The child minder has also undertaken some online training to support her practice.

3. Requirements and recommendations

No areas of non compliance were identified at this inspection. We made good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children experience a good quality, nurturing service which gives them a solid foundation for their learning and development. There is a relaxed and comfortable atmosphere within the home and children are happy to express their views and opinions.

Our findings

1.1 To what extent do children have a voice?

Children have opportunities to make choices and decisions for themselves. The child minder provided a selection of play items on the floor so that children could easily access them. They freely chose the items that interested them from low level storage. They are also able to express their opinions and views about the service via child questionnaires, which we saw during the inspection.

Children's right to express themselves freely and make independent choices is encouraged and respected by the child minder.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and settled with the child minder. We saw them move confidently around the child minder's home helping themselves to resources such as dolls, train sets and lego. Both children were very fond of the child minder and sought her out to play and be with. Children feel safe and happy as they are cared for by a consistent carer. We heard the child minder frequently praise and encourage the children, promoting a sense of value and pride. We noted that gentle reminders were given regarding the use of good manners and taking turns and children generally responded well to these. All of which supports children to feel comfortable and confident with the child minder.

Children are happy and content with the child minder and enjoy their time at the setting.

1.3 How well do children interact?

Children interact well, in line with their age and stage of development. We heard lots of chatter and conversation with the older child and baby was keen to join in, with lots of babbles and laughter. There are bonds of affection between the child minder and the children and we noted that they enjoyed spending time with her and they were clearly fond of each other. Interactions were positive and the older child was learning to take turns and share resources. The children felt at home at the setting and looked comfortable in their environment and responded positively to the child minder.

Children's interactions were appropriate for their age and stage of development and the child minder acted as a good role model.

1.4 To what extent do children enjoy their play and learning?

Children demonstrate a real pleasure and enjoyment in the activities they are involved in. They were interested in activities, curious to learn and spent an appropriate length of time on their freely chosen play. We also saw plenty of photographic evidence of a range of fun activities which they participated to enhance their play and learning.

Children participate in and enjoy various play opportunities which supports their learning.

1.5 How well do children develop, learn and become independent?

Children are developing and learning independence skills in line with their age and stage of development. We saw that activities are planned to suit the age and abilities of children attending and a range of craft activities are planned for the children to enjoy, for example, a child enjoyed making shapes out of playdoh. We saw that children were confident and picked out resources without the need for adult support. A child sat in a high chair ate their lunch independently. As children played the conversation flowed naturally and children talked about colours, noises and shapes with the child minder.

Children are developing appropriate self-help skills and independence. This promotes their confidence.

2. Care and Development

Summary

The child minder is an experienced practitioner, who is confident and competent in her role as a registered child minder. She is mindful of her responsibilities in providing a caring, nurturing and safe environment.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder understands her responsibilities in respect of keeping children safe and healthy. There was a detailed safeguarding policy which contained information on the Prevent duty. This is a government strategy that places a responsibility on providers to identify children who may be at risk of radicalisation, and the child minder had attended child protection training. There was a medication policy in place which required amending to state parents must sign before and after medication is administered by the child minder. The child minder has a current Paediatric First Aid certificate and has attended food hygiene training. Accident, incident and pre-existing injury records we examined were completely appropriately and had been signed by parents.

The child minder ensures children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder has an appropriate policy which details how she will respond and deal with any unwanted behaviour. This has ensured that children and parents are clear about standards of behaviour that are expected at the setting. The child minder is a good role model and she treats the children with kindness and respect and demonstrates politeness and good manners. Consequently the children's interactions were positive and they were able to undertake activities in a safe and engaging manner.

The child minder has a clear behaviour management policy and manages interactions and unwanted behaviour in a fair and appropriate manner.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder provides child centred care and meets children's individual needs. She was responsive to the children's attempts at communication; there was good eye contact and questioning to help understand what the child wanted or needed and she spent much of her time at the children's level. Children were given the space and time to play individually and activities were predominately child led and unstructured. This meant that children engaged in activities which interested them. The child minder keeps development journals for children who do not attend full time education. Various

cultural celebrations are incorporated into the child minder's planning, however we heard very little incidental Welsh during the inspection.

Children's development is promoted by the child minder.

3. Environment

Summary

The child minder's home is inviting, clean and well maintained. Children have use of a playroom, kitchen, downstairs cloakroom, bedroom and enclosed rear garden. Good attention is given to safety and security; the child minder ensures that children are well supervised at all times.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The child minder is committed to providing a secure environment for children and she is fully aware of her responsibility in relation to the safety and welfare of children. We found that her home was well-maintained and all resources were in good working order. The premises is safe; the front door was kept locked throughout the visit, and a safety gate was in place to stop children going upstairs unsupervised. Records of visitors are maintained and registers for children's attendance were kept, including times of arrival and departure. Risk assessments are in place for areas including outings, school runs, and the home. The child minder uses a monitor for young children who take a short nap upstairs in a cot.

Children are cared for in a safe, clean environment.

3.2 How well do leaders ensure the suitability of the environment?

The home is comfortable, it benefits from good natural light and there is plenty of space for the number of children cared for. We noted that children knew what was available to them and the child minder was on hand to assist with toy rotation. The play room is adjacent to the kitchen, which allows the child minder to observe the children as she prepares meals. Suitable high chairs were available for younger children to eat their meals and snacks. The service is well resourced with items including books, soft toys, cars, dolls and musical toys. The toilet is well maintained, and low level pegs enable children to independently hang their hand towels.

The child minder provides an environment which is well resourced, suitable and safe for children's needs.

3.3 How well do leaders ensure the quality of resources and equipment?

The child minder has established a system to monitor the quality of resources and equipment. When purchasing new resources, the child minder considers the needs of the children attending along with their wishes and known preferences. A good range of resources celebrating diversity were available and the child minder rotates toys to ensure that children have a variety of different play resources to maintain their interest and curiosity.

The child minder ensures that there is a varied range of resources and equipment available to enhance children's experiences and development.

4. Leadership and Management

Summary

The child minder runs her service effectively in accordance with Regulations and National Minimum Standards. Partnerships with parents and the local community have been established.

Our findings

4.1 How effective is leadership?

Leadership of the service is good. There is a Statement of Purpose which provides parents with information to assist them in making a decision on the suitability of the service for their child, however it did not contain all the information required. Policies and procedures are maintained, however they were not dated to show when they were last reviewed. She demonstrates an awareness of legislation changes and takes action to incorporate these changes into her policies for the service. The child minder is a member of an umbrella organisation which provides her with public liability insurance and support and information appropriate for her service. The business is registered with the Information Commissioners Office and all documentation is kept securely and in an organised manner. Parents contracts are regularly reviewed and additional parental permissions are sought for routine outings and taking photographs to ensure parents are fully aware what practice is undertaken.

The child minder operates her service effectively.

4.2 How effective is self evaluation and planning for improvement?

There are sufficient systems in place to monitor and evaluate the child minder's practice to ensure the service meets the children's needs. We saw that the child minder has monitored and reviewed her service and has produced an annual review report. She has also completed the Self Assessment of Service Statement (SASS) and submitted it to CIW as required. There is a complaints policy in place should parents wish to raise an issue regarding the service.

The child minder recognises her responsibility to review and plan for development of her service.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder fulfils her role well. She does not employ any assistants. Household members all have a current Disclosure and Barring Service check and the child minder is aware of her responsibilities to renew these checks every three years. She has a back-up child minder in place in the event of an emergency.

The child minder manages her time and resources effectively.

4.4 How effective are partnerships?

The child minder communicates well with parents. Parent comments in the quality of care review, letters and thank you cards speak highly of the service they receive. The

child minder is a member of a network of child minders in the area, and regularly takes children in her care to the park, toddler groups, soft play and the beach. We saw photo evidence confirming this.

Partnerships are effective with parents who use the service

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the child minder;

- Date policies and procedures with date of last review;
- increase use of incidental Welsh;
- amend the medication policy to state parents must sign to acknowledge medication has been administered by the child minder, and
- update the statement of purpose to include all information required in NMS 1.2.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector made two visits to the service, the first of which was unannounced. As part of the inspection we;

- Observed care practice;
- made a visual check of areas used for child minding;
- considered information available to CIW prior to the inspection, and
- looked at a range of documentation.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Helen Jones
Registered maximum number of places	6
Age range of children	0 to 12 years
Opening hours	7:30am to 06:00pm weekdays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 May 2015
Dates of this inspection visits	29 and 30 January 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care.'</i>
Additional Information: Feedback was provided via telephone on Monday 4 February 2019.	